

Curriculum, Instruction and Assessment for Today's Language Learner



Laura Terrill

WAFTL – October, 2015

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



What are your goals for the workshop?

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This will be a
successful
workshop if I can....



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Workshop Goals:

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1. Determine meaningful standards-based contexts for learning
2. Explain the differences between performance and proficiency and keep both in mind when designing performance tasks and consider strategies for feedback
3. Implement strategies for each mode of communication and
4. Design lessons to maximize student learning

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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

Powerpoint Handout	 Washington State.pptx.pdf Details Download 15 MB
Powerpoint Slides	
NCSSFL-ACTFL Can Do Statements	 Presentational Performance Rubric.docx Details Download 123 KB
NCSSFL-ACTFL Global Benchmarks	 NCSSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB
ACTFL World-Readiness Standards	 World-ReadinessStandardsforLearningL... Details Download 52 KB
AP Themes	 The Six Themes.docx Details Download 129 KB
Food and Hunger Thematic Unit	 Food and Hunger Standards-Based The... Details Download 28 KB

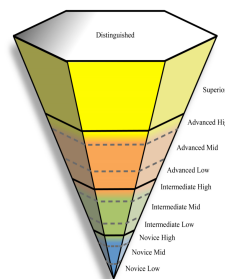
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Backward Design

Identify desired results – What are the goals?

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How well?



What?



**WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES**

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Performance

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Performance

- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

NCSSFL-ACTFL Global Can-Do Benchmarks

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	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

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NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

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Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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Text Type

Quantity and Organization of Language Expands

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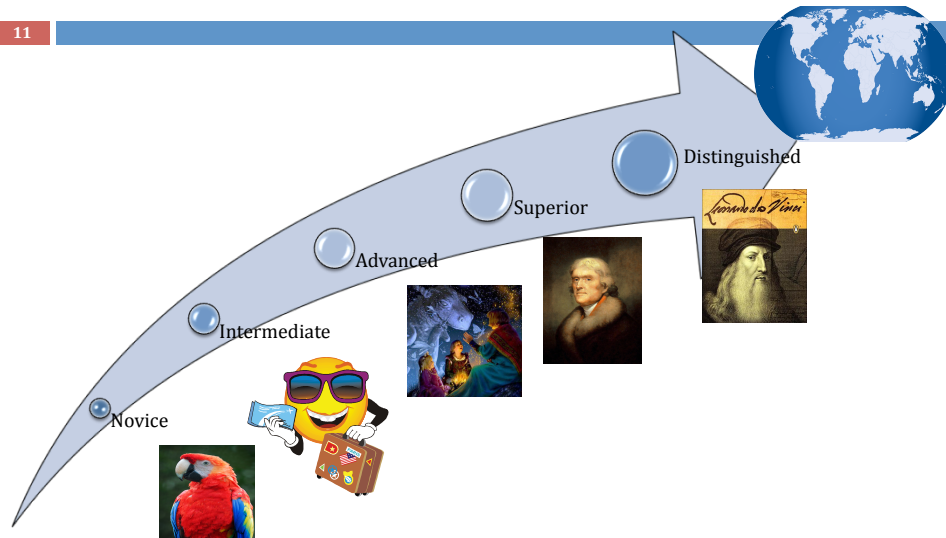
- ☐ Isolated words
- ☐ Words and phrases
- ☐ Discrete sentences
- ☐ Strings of sentences
- ☐ Connected sentences
- ☐ Single paragraphs
- ☐ Multiple paragraphs
- ☐ Extended cogent discourse



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Continuous growth toward proficiency

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Proficiency

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Proficiency

- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

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World-Readiness Standards for Learning Languages

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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

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CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Mindset for Curriculum Design

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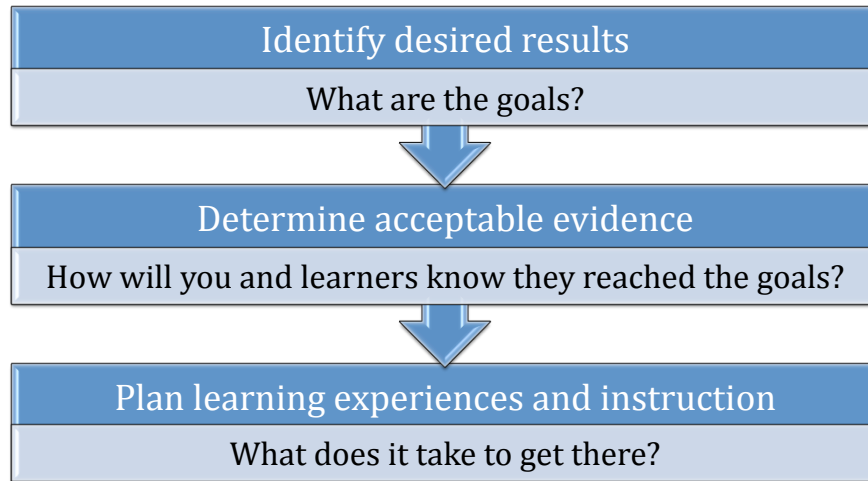
- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Backward Design – Units and Lessons

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Moving from topic to thematic unit...

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Topic	Theme	Essential Question
Food		
Travel		
Daily Routines		
Family		
Houses		
Me and my friends		

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Moving from topic to thematic unit...

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Topic	Theme	Essential Question
Food	Global Challenges	
Travel	Science and Technology	
Daily Routines	Contemporary Life	
Family	Families and Communities	
Houses	Beauty and Aesthetics	
Me and my friends	Personal and Public Identities	

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Moving from topic to thematic unit...

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Topic	Theme	Essential Question
Food	Global Challenges	What is hunger?
Travel	Science and Technology	Why do we explore?
Daily Routines	Contemporary Life	What is a healthy lifestyle?
Family	Families and Communities	What is a family?
Houses	Beauty and Aesthetics	How much space do we need?
Me and my friends	Personal and Public Identities	Who am I?

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Global Challenges: Food and Hunger

What is hunger? What is a healthy diet?

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Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.



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Student Can-do's

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I can	Yes	With some help	Not yet
ask and answer questions about food and hunger			
talk about likes and dislikes concerning common and international foods			
identify where certain foods are from and identify key ingredient(s)			
ask and answer if they would like certain dishes and give reasons			
explain where and why hunger exists in the world			
explain how they make good / poor food choices			
explain how they make good / poor food choices			

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ACTFL Integrated Performance Assessment

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Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.



Presentational

Students engage in the presentational mode by sharing their research/ ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.

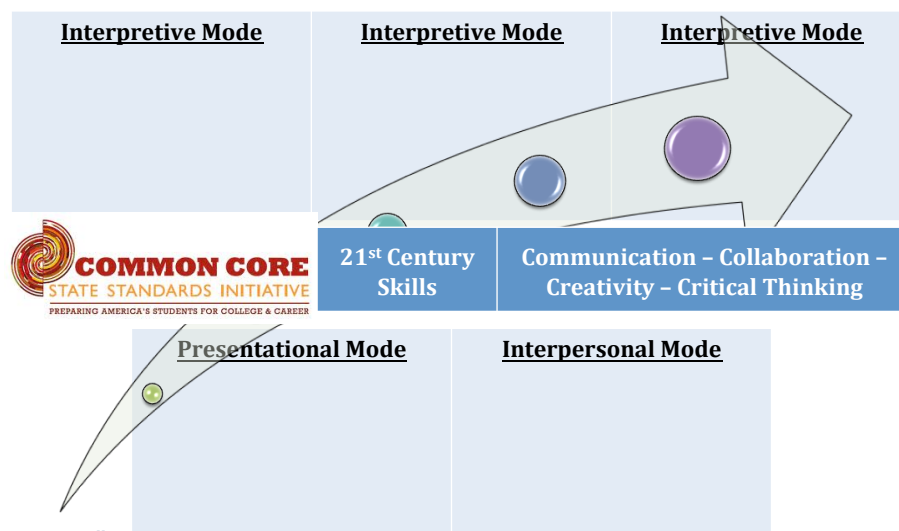


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Summative Performance Tasks

Do the tasks match the targeted performance level? Do they allow students to address the essential question in some way?

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Summative Performance Tasks

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Interpretive Mode

Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.

Presentation Mode

Project: Students will create a public service announcement to address nutritional and / or hunger issues in their community.

On-Demand: You are so proud of yourself....a perfectly healthy day of eating and then disaster. Comment on your eating habits for the day and compare them to those of the target culture...

Interpersonal Mode

Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.

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Contemporary Life: Life in the City

What makes an ideal city?

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Students will have the opportunity to explore the city of (Angers) from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city and will take a virtual tour of the chateau comparing that site with others they may have visited. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique. They will be able to get around the city asking for and explaining where they are going and why they are going there. Working in small groups they will research other cities making comparisons to their own city and Angers. They will consider designations that indicate that cities are unique in other countries. They will talk with others to create a vacation plan naming cities they plan to visit and saying why.



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Learning Target – Name places that are found in and near cities

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Hear the conversation you want students to have. Do not teach the conversation.



- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

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Vocabulary: Imagine the conversation.....

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All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.

Describe a city

Comment est la ville?	What is the (city)like?
Elle est/ La ville est...	It is....
Grande, petite, moyenne	Big, small, medium sized
Y a-t-il....	Is there....? Are there....?
Il y a.... Il n'y a pas de....	There is / There isn't.....
Il y a un fleuve. Il n'y a pas de fleuve.	a river.
un château, pas de château	a chateau.
une école, pas d'école	school.
un café, pas de café	cafe.
un restaurant, pas de restaurant	restaurant.

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Toolbox		
Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
Identify places in a city	There is, there are Definite articles	Names of typical buildings compass directions prepositions of location descriptive adjectives public transportation city related activities ***** Winding streets City walls City center/Old city Middle Ages "ville fleurie" Flowered city
Ask for and follow directions within a city	Commands (interpretive) Concept of "to the"	
Describe places in a city and what I do there	Adjective agreement and position, Present tense	
Identify traits associated with cities in urban, suburban and rural settings		
Express preferences with reasons about what cities to visit, where to live	I prefer....because I think....	
Make comparisons between cities in the US and cities in France	Comparatives – less, more as	
Promote "my" city as the ideal place to live	Commands, You can, you should, you have to	

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Toolbox		
Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
explain how stories are told in different mediums		<ul style="list-style-type: none"> •genres of literatures, movies, music, art •emotions •character traits •personality traits •movie vocabulary – star, protagonist, special effects, sequel....
support an opinion about you like/don't like a particular movie or type of story	I think that It seems that I believe that	
retell the story of legends, myths, and/or movies	preterite, imperfect	
discuss characteristics of a film		
trace the development of a character in a story or film; describe characters in detail	description – personality and character traits	
react emotionally to a story or film	I was shocked, surprised, impressed..	
identify cultural elements in stories or films		

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Using the target language

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May I speak
English?

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And providing comprehensible input

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What makes a book
comprehensible
to a 2-year old child in
his first language?

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Making Input Comprehensible

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Sensorial Supports	Paraverbals	Non-Verbals
<ul style="list-style-type: none"> • Visuals • Graphics • Realia • Pictures • Graphic Organizers • Manipulatives 	<ul style="list-style-type: none"> • Exaggerated pronunciation • Slower than normal speech • Purposeful pauses • Intonation • Enunciation • Slowed speech for emphasis • Key word emphasis 	<ul style="list-style-type: none"> • Gestures • Facial expressions • Pantomime • Demonstration • Routine • Context clues

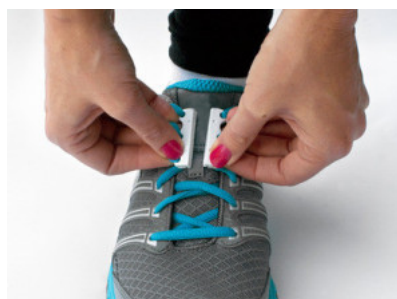
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Importance of Authentic Texts

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Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



Plus besoin de faire ses lacets avec cette invention

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Selecting Authentic Text

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Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts,
with strong visual support.

Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

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Ouiiin! Mais que se passe-t-il?

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Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

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Complex Thinking — Simple Language

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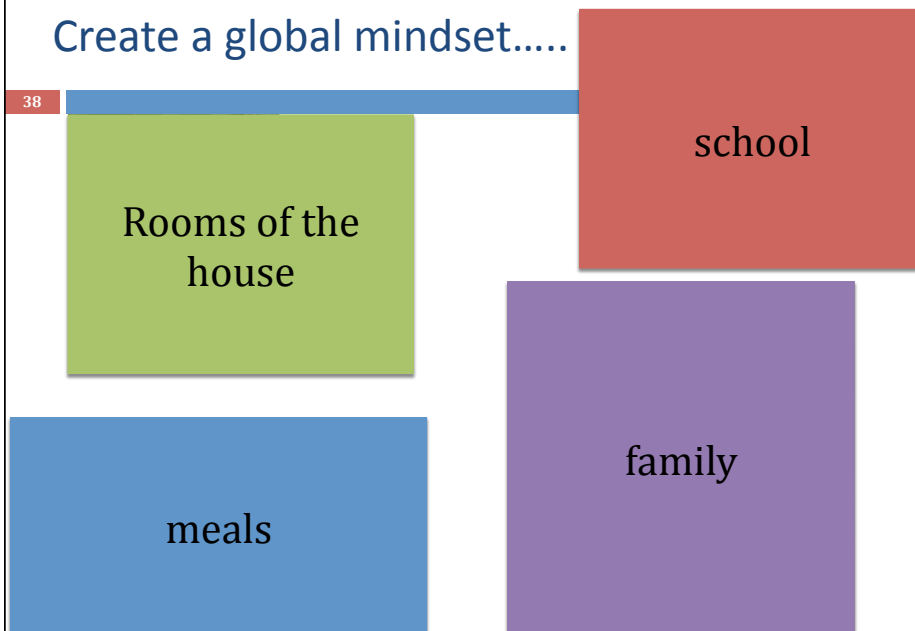
No soy un abrigo.

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Helena Curtain

Create a global mindset.....

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Quel est le problème?

J'ai faim.



Regarde, beaucoup de méduses délicieuses!



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Alimenti e bevande

Kcal

Minuti di cammino (a 3,2 km all'ora)
necessari per bruciare le calorie

D'ARCO

Donna (peso 60 kg)

Uomo (peso 73 kg)

- Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate

300

115 minuti

95 minuti

- Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)

350

135 minuti

110 minuti

- Panino con hamburger al doppio formaggio

450

170 minuti

140 minuti

- Patatine fritte (porzione media da fast food)

340

130 minuti

110 minuti

- Una porzione di profiterol (g 100)

280

110 minuti

90 minuti

Una lattina di bibita
zuccherata (330 cc)

130







50 minuti






40 minuti

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Making Authentic Text Comprehensible

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Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora necessari per bruciare le calorie)	
		Donna (peso 60 kg)	Uomo (peso 60 kg)
 <ul style="list-style-type: none">Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
 <ul style="list-style-type: none">Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)	350	135 minuti	110 minuti
 <ul style="list-style-type: none">Panino con hamburger al doppio formaggio	450	170 minuti	140 minuti
 <ul style="list-style-type: none">Patatine fritte (porzione media da fast food)	340	130 minuti	110 minuti
 <ul style="list-style-type: none">Una porzione di profiterol (g 100)	280	110 minuti	90 minuti
 <ul style="list-style-type: none">Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti



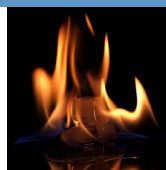
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Practice in target language; assess in English

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Comment dit-on.....

How do you say....



Cherchez les mots qui indiquent.....

Find the words that indicate....

1. **une quantité de coca** (*an amount of coke*)
2. **pas toutes les profiteroles** (*not all the profiteroles*)
3. **une sauce blanche** (*a white sauce*)
4. **Quelquechose de jaune qui va souvent avec un hamburger**
(*something yellow that often goes with a hamburger*)
5. **La nourriture qui exige plus de deux heures de marcher pour éliminer les calories**
(*the food that requires more than 2 hours of walking to get rid of calories*)

Quelle est l'idée principale?

What is the main idea?

- a. **La différence entre les hommes et les femmes**
(*difference between men and women*)
- b. **Une comparaison entre les calories et l'activité**
(*A comparaison between calories and activity*)
- c. **La nourriture qui est de mauvaise santé**
(*food that is unhealthy*)

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21st Century Skills



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"Intellect works in concert with feeling,
so if I hope to open my students' minds,
I must open their emotions as well."

Parker Palmer



Communication

Collaboration

Critical Thinking

Creativity

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Teaching vs Learning

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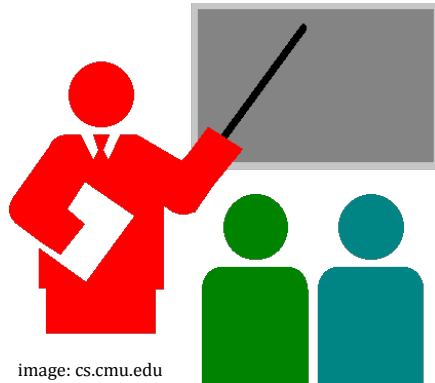


image: cs.cmu.edu

Teaching is
what occurs
outside of the
head.

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Teaching vs Learning

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image: www.learning-mind.com

Learning
is what occurs
inside the
head.

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Interpretive Mode

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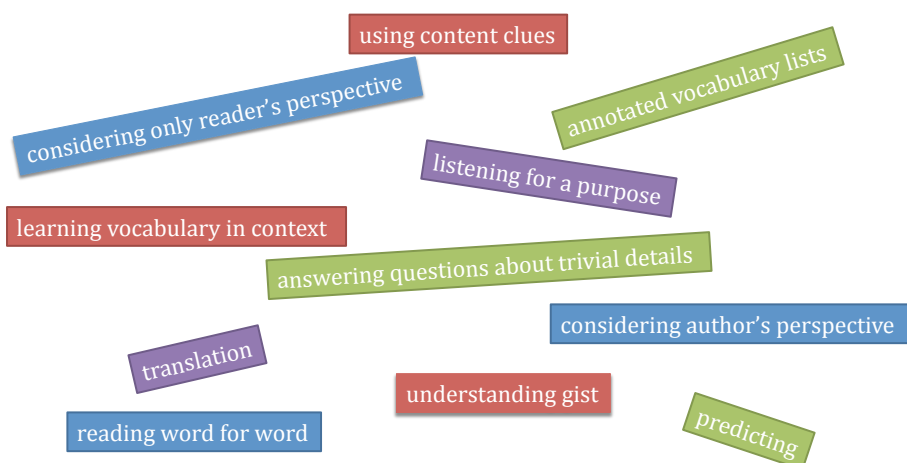
Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication is.....

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Interpretive Communication....

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is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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Before Reading

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- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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During Reading

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- Guided
- Active
- Silent
- Individual

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After Reading

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- clarify
- reinforce
- extend knowledge

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Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

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Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

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Process:

1. Students read text silently and write one or more questions that can be answered in the text.
2. Students pair and ask each other their questions.
3. Teacher asks non-volunteers to share a question, may write correctly as student asks question.
4. Students think and share answer with partner; teacher selects non-volunteer to answer.
5. Process continues.
6. Teacher may ask questions to address parts of the text that are essential that have not been addressed.

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Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

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Proof for		Proof against
	La famille de Binta habite au Cameroun.	<i>Non, la République centrafricaine</i>
	Leur village s'appelle Mbile.	
	Ils sont pauvres.	

Process:

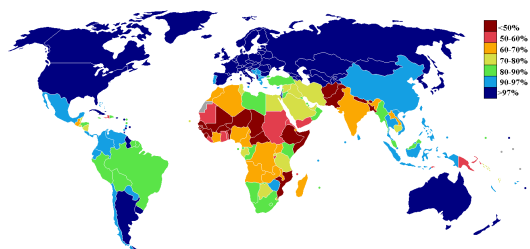
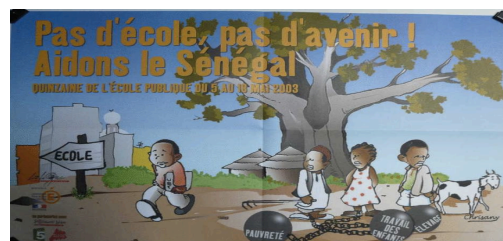
1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.

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Global Challenges: Education

Why can't all children go to school?

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Un enfant réalise son rêve grâce à une photo

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<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Inferencing

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1. What is going on in this picture
2. What do you see that makes you say that?
3. What more can we find?

visualthinkingstrategies.org

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.

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Students write questions in target language that are answered in the text.

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

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<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.

60



Students select 3-4 important words and explain why.

Que nous montre cette photo?

Daniel est assis dans la rue, la nuit est tombée ; il a posé son cahier sur un tabouret et il fait ses devoirs à la lumière d'un fast-food, près de chez lui. Le petit garçon est très déterminé, il veut devenir policier... et médecin. Il sait que pour réussir il lui faut aller à l'école. Daniel est d'autant plus motivé qu'il vit dans un pays très pauvre : 1 Philippin sur 4 vit dans un bidonville, et n'a pas toujours de quoi manger. Beaucoup de petits Philippines travaillent ou mendient au lieu d'aller à l'école.

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<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Made in Bangladesh

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Day 1 - Brainstorm

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Brainstorming

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Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.

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Made in Bangladesh

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Before seeing the video....

Sentences in target language. Try to use cognates and circumlocution as much as possible at this point. Then, if you want them to have a specific word like "sewing" connect it to the cognate or definition you use in the either/or activity.

- ▣ She works in the US or in Banglesh.
- ▣ She works in a factory or in a school - by making the choice obvious you are able to embed new words in context.
- ▣ She makes clothes or she makes computers.
- ▣ She likes her work or hates her work.
- ▣ The boxes stay in Bangladesh or go to many countries.

Show the video in chunks at this point. Stop and have them retell the story in their own words.

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Assessment of Learning

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City Life

Do the tasks match the targeted performance level?
Do they allow students to address the essential question in some way?

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Interpretive Mode

Students will identify places in a city based on written and/or oral directions.

Interpretive Mode

Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.

Interpretive Mode

Students will read tourist information written for people planning to visit the city and use that information to determine where to go.

Communication – Collaboration – Creativity –
Critical Thinking



Laura Terrill

La adicción a las compras

66

LA ADICCIÓN A LAS COMPRAS es un impulso incontrolable para adquirir objetos inútiles o innecesarios. La gratificación deriva, más que de la utilidad de los productos, del propio proceso de comprar. Este consumo, no planificado, va más allá de las posibilidades económicas de la persona y le lleva a tener un exceso en sus gastos e incluso a generar deudas.

Entre las causas que mueven a comprar de forma desmesurada no se encuentra la necesidad, sino un descontrol de los impulsos y un pensamiento irracional que surge de una necesidad emocional, de la falta de autoestima, de un vacío o de la imposibilidad de soportar frustraciones y problema.

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Shopping addiction is an uncontrollable impulse to acquire useless or unnecessary objects. Gratification is derived, not from the utility of the products, but from the act of buying. This unplanned consumption goes beyond the economic possibilities of the person and leads him to have an excess in expenditures and even generate debts.

Among the causes that move disproportionately to buy is not a necessity but a lack of control of impulses and irrational thought that arises from an emotional need, lack of self-esteem, a vacuum or inability to withstand frustrations and problem.



ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

67

- ☐ Key Word Recognition (*English to Target Language*)
- ☐ Main Idea(s)
- ☐ Supporting Details
- ☐ Organizational Features
- ☐ Guessing Meaning from Context (*TL to English*)
- ☐ Inferences
- ☐ Author's Perspective
- ☐ Comparing Cultural Perspectives
- ☐ Personal Reaction to the Text

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Key Word Recognition

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Find the following Spanish words in the article.

- | | |
|-------------|---------------------|
| 1. impulse | 5. unplanned |
| 2. useless | 6. among the causes |
| 3. vacuum | 7. self-esteem |
| 4. tolerate | 8. necessity |

Strong Comprehension	10	Identifies all key words appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words appropriately within the context of the text.

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Main Idea

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What is the main idea of this article? Answer in English.

Strong Comprehension	10	Identifies the complete main ideas(s) of the text.
Meets Expectations	9	Identifies the key parts of the main ideas(s) of the text but misses some elements.
Approaching Expectations	8	Identifies some parts of the main idea(s) of the text.
Minimal Comprehension	7	May identify some ideas from the text but they do not represent the main idea(s). They are supporting details.
No Comprehension	5	Does not provide a response.

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Supporting Details

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Check each detail that is mentioned in the article (not all are included). Copy the information that is given for each detail you have checked.

- ___1. Those who shop to excess often incur debt. _____
- ___2. Compulsive shoppers shop out of emotional necessity. _____
- ___3. Compulsive shoppers usually buy more and more each time. _____
- ___4. Shopping gives some people a rush of adrenaline. _____
- ___5. Compulsive shoppers have trouble dealing with frustrations and problems. _____
- ___6. Compulsive shoppers buy items that are not needed. _____

Strong Comprehension	10	Identifies all supporting details in the text and accurately provides information from the text to support these details.
Meets Expectations	9	Identifies the majority of supporting details in the text and provides information from the text to support some of these details.
Approaching Expectations	8	Identifies half of the supporting details in the text and may provide limited information from the text to support these details.
Minimal Comprehension	7	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
No Comprehension	5	Does not provide a response.

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Guessing Meaning from Context

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Based on this text, write what the following words/expressions probably mean. Give your answer in English.

1. la gratificación **deriva**
2. un **pensamiento** irracional
3. la **falta** de autoestima
4. tener un **exceso**
5. generar **deudas**
6. **soportar** frustraciones

Strong Comprehension	10	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
Meets Expectations	9	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
Approaching Expectations	8	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Minimal Comprehension	7	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
No Comprehension	5	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

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Inferences

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Is the author critical of or understanding of the shoppers he describes in the article? Support your answer with evidence from the text. Give your answer in English.

Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text.
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
Approaching Expectations	8	Makes a few plausible inferences regarding the text's meaning.
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
No Comprehension	5	Does not provide a response.

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Cultural Perspectives

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What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

Strong Comprehension	10	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.
Meets Expectations	9	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.
Approaching Expectations	8	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.
Minimal Comprehension	7	Identification of cultural perspectives/norms is mostly superficial or lacking And/or connection of cultural practices/products to perspectives is superficial or lacking.
No Comprehension	5	Does not provide a response.

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IPA Interpretive Comprehension Literal Comprehension

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	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

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IPA Interpretive Comprehension

Figurative Comprehension

75	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

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Interpretive Listening

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French



What do you know about Albam? Check all that apply.

- ___ She is a professor.
- ___ She is 24.
- ___ She does not have children.
- ___ She likes sports.
- ___ She often goes to the gym.
- ___ She lives in Paris.

Are you likely to be friends with Albam?
Why or why not? Justify your answer with information from the text.

Spanish



What do you know about Sergio? List 3 things.

- 1.
- 2.
- 3.

What one question might you ask to get to know him better?

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Key Word Recognition

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Strong Comprehension	10	Identifies all key words appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words appropriately within the context of the text.

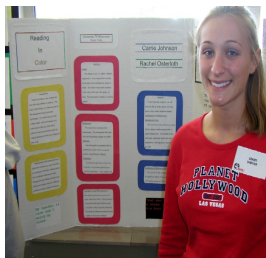
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Presentational Mode

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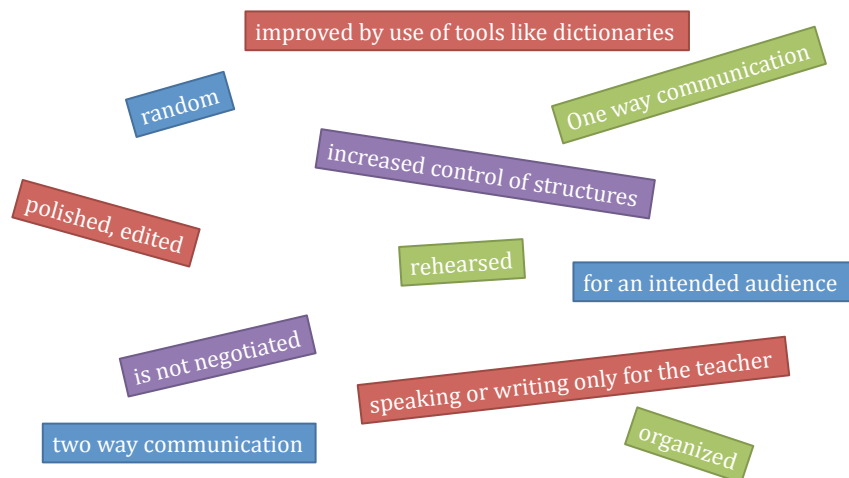
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Presentational communication is.....

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Presentational Communication....

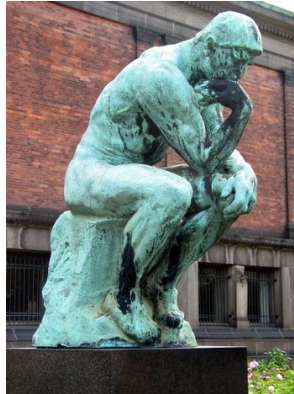
80

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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Writing is Thinking

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Writing Makes Thinking Concrete

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Writers consume more than they produce.

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- Read like a writer.
- “Steal” characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader’s attention. Think about how you might use a certain technique.

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Less is more?

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<http://www.sixwordmemoirs.com>



<http://www.101words.org/>



<http://flashfictiononline.com/main/>

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<http://olc.spsd.sk.ca/de/pd/instr/strats/storymapping/index.html>

Six Word Memoirs

84



sometimes a teacher, always a learner

by in PY6 at Ajman Academy | [Comment](#) | [f](#) [t](#) [t](#)



school is where you learn stuff

by Cole in Creative Writing at International Ivy | [Comment](#) | [as](#) | [f](#) [t](#) [t](#)



happy pets nice family and friends

by Lian Roland in Creative Writing at International Ivy | [Comment](#) | [as](#) | [f](#) [t](#) [t](#)



Why am I the only one?

by Lily S. in Creative Writing at International Ivy | [Comment](#) | [f](#) [t](#) [t](#)



I caught a fish. Never mind.

by Amanda Werner in Creative Writing at International Ivy | [1 comment](#) | [as](#) | [f](#) [t](#) [t](#)

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Two Voice Poems

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An example poem for two voices
written by NNWP consultant Campbell Pontius

Voice #1:

I am a polar bear
I eat fish
I must swim for my food
But I can't swim forever
When I get tired
I depend upon

Ice caps.

Voice #2:

I am an SUV
I guzzle petroleum
People pump mine
I burn gas pretty fast
When I pollute
I begin to destroy

[http://www.writingfix.com/PDFs/Comparison_Contract/
Poem_Two_Voices.pdf](http://www.writingfix.com/PDFs/Comparison_Contract/Poem_Two_Voices.pdf)

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